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ABSTRACT

Analyzing teachers' perceptions of law-related education in grades 1-5 in South Dakota on the basis of a sample group of 310 teachers, this study concludes that while teachers value law-related education, significant impediments to successful programs exist. The paper examines law-related education implementation methods, perceptions of impact of on students, background experience of teachers, and instructional needs. The study recommends the following provisions: (1) additional materials and strategies relating to law-related education; (2) pre-service and in-service training for teachers; (3) meaningful research in law-related education; (4) educational guidelines emphasizing law-related education at the school district and state level; (5) an intellectual commitment to the subject matter and financial support by policymakers; and (6) creation of a central clearinghouse to act as a general facilitator of law-related materials in South Dakota. (TSV)

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SOUTH DAKOTA FIRST THROUGH FIFTH GRADE TEACHERS' PERCEPTIONS OF LAW-RELATED EDUCATION

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SOUTH DAKOTA FIRST THROUGH FIFTH GRADE TEACHERS' PERCEPTIONS OF LAW-RELATED EDUCATION

In the United States citizenship preparation has been a responsibility of the public schools since their inception. Democracy requires a populous that is knowledgeable, committed, and willing to participate in the process. In this endeavor school systems throughout the United States have provided civics, history, and government classes. An alternative approach to citizenship education is Law-Related Education. Law-Related Education's goals and objectives are to develop citizens, to prevent delinquency, to develop critical thinkers and participating individuals, and to develop positive attitudes in students.

The purpose of this study was to determine South Dakota first through fifth grade teachers' law-related education implementation methods, perceptions of impact, background experience,and instructional needs. The study was guided by the following questions:

1. What are teacher methods of implementing law-related education into the first through fifth grade classroom?

2. What do first through fifth grade teachers' perceive as the academic impact of law-related education on students?

3. What do first through fifth grade teachers' perceive as the behavioral impact of law-related education on students?

4. What is the law-related education background of first through fifth grade teachers?

5. What do first through fifth grade teachers identify as their needs to instruct law-related education?

Population and Sample Findings

The population used in the study included all South Dakota public school first through fifth grade teachers. The population of participants consisted of 2,385 teachers. The breakdown by grade level was 515 first grade teachers, 487 second grade teachers, 481 third grade teachers, 473 fourth grade teachers, and 429 fifth grade teachers.

A sample group was randomly chosen from the population of first through fifth grade teachers. A proportionate number of teachers from each grade level were randomly chosen for the sample group. Sixty-seven first grade teachers, sixty-three second grade teachers, sixty-three third grade teachers, sixty-one fourth grade teachers, and fifty-six fifth grade teachers were selected for inclusion. A total of 310 teachers were chosen for the sample group, which represented 13% of the population.

Table 1 exhibits the response rate of the survey by grade level. A total of 222 surveys were returned, which represented a total response rate of 72%. The breakdown by grade level was: fifty-four first grade surveys (81%),

forty-three second grade surveys (68%), forty-one third grade surveys (65%), forty-two fourth grade surveys (69%), and forty-two fifth grade surveys (75%).

One hundred seventy-nine (179) of the 222 surveys returned were useable. Unusable surveys were distinguished as those returned with none of the survey questions completed by respondents. Table 2 shows the breakdown by grade level of useable surveys. Forty-two first grade, thirty-eight second grade, thirty-five third grade, thirty-one fourth grade, a thirty-three fifth grade surveys were useable.

Table 1

Response Rate of Teachers Included in Survey

Response	Total Surveyed	Frequency of Response	Response Percentage
First grade	67	54	81%
Second grade	63	43	68%
Third grade	63	41	65%
Fourth grade	61	42	69%
Fifth grade	56	42	75%
Total Respondents	310	222	72%

Table 2

Useable Questionnaires

Response Percentage	Total Returned	Frequency of Response	Response Percentage
First grade	54	42	81%
Second grade	43	38	88%
Third grade	41	35	88%
Fourth grade	42	31	74%
Fifth grade	42	33	79%
Total Respondents	222	179	82%

Findings

Table 3 indicates the subject areas in which law-related education content and concepts are integrated. Participants were able to select more than one response, therefore, percentages do not equal 100%. Percentages were based on the 179 useable surveys. There was considerable uniformity in response with social studies (92%) integrating law-related education most often. Three other subject areas integrated law-related education over 40% of the time, reading (58%), language arts (49%), and health (43%).

Respondents were given the option of specifying other curriculum areas where they had integrated law-related education. The most frequently specified additional subject areas were: counselor and guidance, room and recess rules, Drug Abuse Resistance Education (D.A.R.E.), current events, citizenship, manners, kids for voting, and writing journals.

Table 4 shows the source of instructional materials

currently being used in the first through fifth grade classroom. Participants were able to select more than one response, therefore, percentages do not equal 100%. The data indicated that much of the law-related education materials used in the classroom were developed either personally by the teacher (58%) or by other teachers (33%). Material developed by national projects (35%), state agencies (20%), and resource persons (18%) were used to some degree.

Table 3

Subject Areas that Integrate Law-Related Education Content/Concepts

Response	Frequency of Response	Response Percentage*
Social Studies	164	92%
Reading	103	58%
Language Arts	88	49%
Health	77	43%
Science	52	29%
Math	43	24%
Physical Education	30	17%
Art	26	15%
Other	21	27%

*Note: Percentages will not equal 100% due to participants' ability to select more than one response

Table 4

Instructional Materials Used in Law-Related Education

Response	Frequency of Response	Response Percentage*
Developed by teachers	59	33%
Developed by state projects	36	20%
Developed by resource persons/agencies	33	18%
Developed by national projects/publishers	62	35%
Developed by you personally	103	58%

*Note: Percentages will not equal 100% due to participants' ability to select more than one response

The textbooks used to teach law-related education are indicated in Table 5. The respondents were given specific names of three books, the option of listing other texts not listed, or responding that no law-related education books were used in the classroom. Over half (58%) of the respondents reported that no law-related education textbooks were utilized. We the People was the textbook most often identified as being used in the classroom; however, its incidence of use was only 7%.

Table 5

Books Used in Law-Related Education

Response	Frequency of Response	Response Percentage*
Teaching our Tomorrows/ SPICE	1	.6%
Center for Civic Education materials	2	1%
We the People	13	7%
Other	43	24%
None	103	58%

*Note: Percentages will not equal 100% due to participants' ability to select more than one response

Table 6 indicates the various instructional strategies teachers employ when they teach law-related education. The judgements were made on a 4 point Likert scale, ranging from 1 (Never) to 4 (Regularly). By combining level 3 (32%) and level 4 (28%), the data indicated that small group activities were used as a strategy 60% of the time. The category of role-playing received a 2 on the Likert scale by 48% of respondents. Although a 2 signifies "Seldom", it did reflect some use of the strategy. One-third of the teachers however, never employed field trips or simulations in their teaching strategies for law-related education.

Table 6

Teaching Strategies Employed in Law-Related Education Instruction

Categories	Percent of*			
	1	2	3	4
Small group activities	10%	30%	32%	28%
Role play	14%	48%	27%	11%
Field trips	33%	42%	16%	9%
Simulations	33%	41%	18%	8%
Games	23%	30%	30%	17%

*Judgement were made on a 4 point scale = 1 (Never) to 4 (Regularly)

Table 7 reports the various outside resource persons employed to facilitate instruction in law-related education. Responses were made on a 4 point Likert scale, with 1 representing "Never" and 4 representing "Regularly". The only resource person used regularly was the police officer, with 46% of respondents identifying level 3 (27%) or level 4 (19%) on the Likert scale.

The choice of 2 on the Likert scale shows seldom use of an outside resource person. Judges (14%) lawyers (14%), probation officers (10%), and law students (5%) received a response of 2 on the Likert scale by a number of respondents, which indicated they were used in the classroom, but not frequently.

Table 7

Outside Resource Persons Used in Law-Related Education

Categories	Percent of*			
	1	2	3	4
Police Officers	27%	27%	27%	19%
Judges	84%	14%	1%	1%
Lawyers	84%	14%	1%	1%
Probation Officers	85%	10%	4%	1%
Law Students	94%	5%	0%	1%

*Judgements were made on a 4 point scale = 1 (Never) to 4 (Regularly)

The results of the survey displayed in Table 8 exhibit the amount of time respondents spent preparing a resource person for their first classroom appearance. When the four categories of time spent preparing an outside resource person were added together; "less than one hour" (51%), "1-2 hours" (19%), "Over 4 hours" (3%), and "3-4 hours" (1%); nearly three quarters (74%) of the teachers spent time preparing the resource person. Of the preparation time spent, the majority of teachers (51%) spent less than one hour. Twenty-six percent (26%) of respondents spent no time preparing a resource person.

Table 8

Teacher Preparation Time of Law-Related Education Outside Resource Person

Response	Frequency of Response	Response Percentage
None	37	26%
Less than 1 hour	73	51%
1-2 hours	27	19%
3-4 hours	1	1%
Over 4 hours	5	3%

The findings in Table 9 reflect the frequency and percentage of law-related education concepts included in the classroom experience. Participants had the ability to select more than one response, therefore, percentages do not equal 100%. More than nine out of ten respondents included "List rules for school, home, play, etc." (95%) and "Understand the meaning of rules and laws" (94%) as concepts included in their elementary classroom. The law-related education concepts of "Understand the need for authority" (79%), "Identify ways to resolve conflict" (74%), "State needs for rules within a group" (74%), "Explain the need for groups in our society" (62%), "Demonstrate the need for individual rights" (58%), and "Understand terms such as justice, liberty, and responsibility (58%) were included in the majority of classrooms. Every law-related education concept received a response percentage of at least 40%.

Table 9

Law-Related Education Concepts Included in the Classroom

Response	Frequency of Response	Response Percentage*
List rules for school, home, play	170	95%
Understand the meaning of rules and laws	168	94%
Understand the need for authority	142	79%
State needs for rules within a group	133	74%
Identify ways to resolve conflict	132	74%
Explain the need for groups in our society	111	62%
Demonstrate the need for individual rights	104	58%
Understand terms such as justice, liberty, and responsibility	103	58%
Explain the role of an individual in making/ changing laws/rules	87	49%
Understand how groups react to acceptable behavior	86	48%
Explain how people's actions are affected by conditions, i.e. stress fatigue, anger, alienation	86	48%
Define acceptable behavior, deviant behavior, and criminal behavior	82	46%
Identify the ways people become leaders	77	43%

*Note: Percentages will not equal 100% due to participants ability to select more than one response

Participants were asked if American Indian citizenship rules and laws were included in their classroom instructional activities. Table 10 shows the majority of the respondents (80%) did not include American Indian citizenship rules and laws in their curriculum. Comments by respondents concerning this issue are included in the Appendix.

Table 10

Classroom Inclusion of American Indian Citizenship Rules/Laws

Response	Frequency of Response	Response Percentage
Yes	35	20%
No	138	80%

Teachers' perception of the impact of law-related education on students is reflected in Table 11. Impact was judged on a 4 point Likert scale ranging from 1 (Unfavorable) to 4 (Favorable). Teachers perceived law-related education as having a favorable impact on students. By combining the percentage of respondents indicating level 3 and level 4, the majority of respondents (70% to 96%) judged the impact to be favorable in every category. Nine out of ten respondents perceived impact to be level 3 or level 4 in three areas; "Reducing delinquent behavior" (96%), "Student class participation" (91%), and "Student positive attitude" (90%). When the judgements of level 2 (28%) and level 1 (1%) were combined, the category which

received the most unfavorable response rate was "Students critical thinking, reasoning skill development" (29%).

Table 11

Teacher Perception of Law-Related Education Impact on Students

Category	Percentage of* 1	2	3	4
Student interest in subject matter	2%	22%	57%	19%
Student responsibility for their own behavior	2%	14%	57%	27%
Student critical thinking reasoning skill development	1%	28%	55%	16%
Student class attendance	1%	12%	41%	46%
Student positive attitudes	2%	8%	53%	37%
Student class participation	2%	7%	51%	40%
Reducing delinquent behavior	1%	21%	56%	40%

*Judgements were made on a 4 point scale = 1 (Unfavorable) to 4 (Favorable)

There was a general consensus among respondents that law-related education was important for the first through fifth grade school student. The respondents judged the importance of law-related education on a four point Likert scale. The scale ranged from 1 (Not important) to 4 (Important). Table 12 shows that when combining level 3 (41%) and level 4 (47%), eighty-eight percent of the respondents felt that law-related education was of

importance. By contrast only 1% of the respondents perceived law-related education as not having any importance to first through fifth grade school students.

Table 12

Teachers Perception of the Importance of Law-Related Education Concepts for Elementary School Students

Percentage of*			
1	2	3	4
1%	11%	41%	47%

*Judgements were made on a 4 point scale = 1 (Not important) to 4 (Important)

The background experience of the respondents in law-related education was examined in Tables 13 through 20. Table 13 shows the number of years respondents had taught law-related education concepts. The majority of respondents had taught law-related education concepts over six years (68%). A small percentage of the respondents (4%) had never taught law-related education concepts.

The number of days respondents had participated in specialized law-related education training is shown in Table 14. Twenty-eight percent (28%) of the respondents had received specialized law-related education training. Of those receiving training, the time frame ranged from less than one day to more than three days. Almost three quarters of the respondents (72%) had received no specialized law-related education training.

Table 13

Years Teacher Taught Law-Related Education Concepts

Response	Frequency of Response	Response Percentage
Never	6	4%
1st year	2	1%
1-2 years	16	10%
3-4 years	17	10%
5-6 years	11	7%
over 6 years	113	68%

Table 14

Teacher Attendance at Specialized Law-Related Education Training

Response	Frequency of Response	Response Percentage
Less than 1 day	15	9%
1 day	12	7%
2-3 days	8	5%
More than 3 days	12	7%
None	126	72%

The type of specialized law-related education training respondents received is indicated in Table 15. Participants had the ability to select more than one response, therefore, percentages do not equal 100%. Ninety-one of the 179 respondents answered this question. This reflects a high no response rate (49%). The data indicated that when training was received, over half of the time it was from an in-

service program (62%). Graduate Courses (15%) and pre-service classes (11%) were not key methods of receiving law-related education training.

Table 15

Type of Specialized Law-Related Education Training Teachers Attended

Response	Frequency of Response	Response Percentage*
In-service	56	62%
Conference	11	12%
Graduate course	14	15%
Pre-service	10	11%
No response	88	49%

*Note: Percentages will not equal 100% due to participants ability to select more than one response

Table 16 shows how respondents first learned about law-related education. While 44% of the respondents identified this survey as their first experience with law-related education, 24% had learned about law-related education through the category of "Workshop/Seminar/Conference". When the area of teacher (11%) and administrator (8%) was combined, the data revealed that 19% of the respondents learned about law-related education from a fellow educator. None of the respondents first learned about law-related education from a national law-related education organization.

Table 16

How Teachers First Learned About Law-Related Education

Response	Frequency of Response	Response Percentage
Another teacher	18	11%
Workshop/seminar/conference	40	24%
An administrator	14	8%
LRE national organization	0	0%
Journal article	4	2%
This is my 1st experience	75	44%
Other	18	11%

Table 17 is designed to obtain the number of teachers in the respondents schools that teach law-related education at the respondent's grade level. A simple majority of teachers (51%) did not know how many teachers at their grade level taught law-related education. Twenty-eight percent (28%) knew a minimum of one or more teachers at their grade level taught law-related education, of that number 7% of the respondents knew that five or more teachers at their grade level taught law-related education in their school building.

Table 17

Number of Teachers in Respondents School that Teach Law-Related Education at their Grade Level

Response	Frequency of Response	Response Percentage
None	36	21%
1-2	27	16%
3-4	8	5%
5 or more	12	7%
Do not know	87	51%

Table 18 shows the findings concerning the number of teachers in the respondents school that taught law-related education at grade levels other than the respondent's grade level. Seventy-one percent (71%) of teachers did not know how many teachers at other grade levels taught law-related education. Twenty percent (20%) of the respondents were aware of teachers at other grade levels that taught law-related education. Of that number 13% were aware of five or more teachers that taught law-related education.

There was a general consensus, as reflected in Table 19, that the majority of teachers had not been involved in law-related education outside the classroom and preferred not to be involved outside the classroom in the future. Between 80% and 90% of respondents did not want to be a consultant to other schools, be a trainer in workshops, or develop materials, now or in the future. However, 10% of the respondents were interested in participating as a

consultant to other schools or as a trainer in workshops. Fifteen percent (15%) of the respondents were interested in developing material for themselves or others. The category that received the most interest from respondents was future participation in a workshop (32%). When the categories of "Yes" (8%) and "No, but want to in future" (32%) were combined a total of 40% of the respondents were interested in participation in a law-related education workshop.

Table 18

Number of Teachers in Respondents School that Teach Law-Related Education at Other Grade Levels

Response	Frequency of Response	Response Percentage
None	15	9%
1-2	5	3%
3-4	6	4%
5 or more	21	13%
Do not know	113	71%

Table 19

Teacher Involvement in Law-Related Education Outside the Classroom

Category	Percent Levels of		
	Yes	No, but want to in future	No, and prefer not to
As a consultant to other schools	0%	10%	90%
As a trainer in workshops	1%	10%	89%
As a participant in workshops	8%	32%	60%
As a developer of materials (for use by self or others)	5%	15%	80%

Table 20 exhibits the response rate of the respondents that have contacted the South Dakota Center for Law and Civic Education (SDCLCE) located in the School of Education at the University of South Dakota. Of the 177 respondents to this question, only one person had contacted the SDCLCE.

Table 20

Teacher Level of Contact with South Dakota Center for Law and Civic Education

Response	Frequency of Response	Response Percentage
Yes	1	.5%
No	176	99.5%

Table 21 provides the findings of the needs teachers perceive for including law-related education in their classroom. The responses were made on a four point Likert

scale, ranging from 1 (No need), to 4 (Strong need). "In-service LRE training" (67%) and "Better access to LRE materials" (68%) were viewed as strong needs by over two-thirds of the respondents. In addition, the categories of "Access to financial resources" (62%), "Conference/seminar" (61%), "Pre-service LRE course" (58%), and "Opportunities to develop materials" (52%) were needed by the majority of respondents. Respondents indicated the least need for graduate level law-related education courses (29%).

The final section of the survey instrument asked for comments on improving or adding law-related education in the school. The following are a sampling of comments by respondents. The remainder of comments are included in the Appendix.

* I didn't realize there was a formal LRE program available or that resources were available. The need for letting teachers know, especially in small schools, would increase the use of these types of programs in schools.
* Using our community resources would be an improvement. But, I believe that enough "LRE" is taught in the classrooms through everyday happenings and integrated with other subjects in general. I don't know that there is a specific need for LRE.
* Time needs to be made available to teachers to learn more about LRE.

* Getting students to accept responsibility for their actions. Getting them to care for their peers. Learning how behaviors now will affect them later on is an important goal of education.

* I have trouble covering every requirement in the curriculum now. I would prefer incidental lessons because I do not have time for it on a regular basis.

Table 21

Teacher Needs for Law-Related Education (LRE) in the Classroom

Category	Percentage of* 1	2	3	4
opportunities to develop materials	16%	32%	38%	14%
Pre-service LRE course	16%	26%	42%	16%
Graduate level LRE course	29%	36%	22%	13%
In-service LRE training	12%	21%	40%	27%
LRE research results	19%	35%	32%	14%
Better access to LRE materials	13%	19%	40%	28%
Access to financial resources for LRE	15%	23%	36%	26%
Conference/seminar	14%	25%	44%	17%

*Judgments were made on a 4 point scale = 1 (No need) to 4 (Strong need)

Discussion

As a result of the findings concerning law-related education, there were a number of educational implications. The first implication pertained to teachers' attitudes toward law-related education. The data indicated that teachers value law-related education in the first through fifth grade curriculum. They value not only the content of law-related education, but also its impact on students. Teachers believed that law-related education impacted student behavior and academic achievement favorably. These results are concur with research by CRADLE (1991), Van Decar (1984), and Pickle (1982). One would expect concepts that are valued by the teacher to be included in the curriculum. Although, law-related education is valued, it is rarely included in the curriculum. This inconsistency may be due to teachers equating citizenship education with law-related education.

While a significant number of teachers included democratic concepts in their curriculum, they did not refer to the subject area as law-related education. Instead, it could be assumed that more traditional approaches to citizenship education were used. It appeared that teachers did not recognize law-related education as an alternative method of teaching citizenship concepts. When teaching democratic concepts, law-related education materials, activities, and strategies were not regularly implemented in the classroom.

As stated above, law-related education concepts were being taught in the classroom, often without the resources available from law-related education. This included a lack of law-related education teaching strategies. This finding concurred with the study by Rural Research Report (1989) which also concluded that law-related education teaching strategies were rarely incorporated into the classroom in rural states. This was distinguishable from the study done by CRADLE (1991) which did not separate urban from rural settings or elementary from secondary levels. CRADLE concluded that law-related education teaching strategies were being regularly implemented in the classroom. The data from South Dakota elementary teachers and the Rural Research Report (1989) reflect the similarity between the rural state of South Dakota and other rural areas.

Teachers were not regularly using outside resource persons (ORP) in South Dakota. Although studies by SSEC (1989) and CRADLE (1991) found that outside resource persons were regularly used for teaching law-related education, those studies did not solely address the elementary classroom. Some of the outside resource persons traditionally used in law-related education activities were parole officers, judges, and lawyers. Findings of this study showed that the only outside resource person used regularly at the elementary level, in South Dakota, was the police officer. While this may have indicated a lack of utilizing available resource persons, it may instead have

indicated outside resource persons such as parole officers, judges, and lawyers were not the most appropriate outside resource person at the elementary level.

Although there are a significant number of American Indians in South Dakota, tribal rules and laws were seldom included in the elementary curriculum. This finding was not unique. Previous research by Wolff (1993) and Feinstein, Roach, and Wood (1994) had similar findings. Possible explanations for this finding are reflected in the open-ended responses. Two such responses were: (1) not being aware of any differences between rules and laws on tribal lands and state and federal laws off reservations and (2) an effort to view all children the same.

South Dakota elementary teachers generally lacked training in law-related education. This finding confirmed CRADLE (1991) research which showed that few teachers had received training in law-related education, although teachers wanted such training. This finding was accompanied by a lack of teacher awareness of law-related education resources and materials. Only one teacher in the study had ever contacted the South Dakota Center for Law and Civic Education. This lack of training and awareness of resources creates a stumbling block to incorporating law-related education into the curriculum.

Teachers had a general lack of awareness of what other teachers provide in the way of law-related education instruction within their school building. This has

implications for administrators facilitating communication between teachers. Teachers must be aware of fellow educators common interests and concerns before they can seek or give peer support. This lack of awareness concerning law-related education would appear to indicate a lack of peer support. CRADLE (1991) found a lack of peer awareness and support among teachers, results that are congruent with those of this study. Moreover, research by Perry (1994) and Rural Research Report (1992) both identified the need for law-related education teachers to have administrative and peer support.

While there appeared to be an interest in implementing law-related education in the classroom, teachers did not want to be involved with law-related education outside the classroom, such as being a consultant or a trainer. A number of teachers commented on the lack of time and other life commitments contributing to their reservations about extended involvement.

Law-related education was generally integrated into the curriculum, as opposed to teaching it as a separate subject. Studies by Pickle (1982) and Shaver (1991) showed that law-related education can easily be integrated, and hence work effectively with the thematic unit approach.

The subject area that integrated law-related education most often was the social studies. This finding is supported by related research conducted by SSEC (1992) and CRADLE (1991) which stated that the social studies was the

most common subject area to integrate law-related education. It is natural to integrate law-related education into the social studies, because the social studies have traditionally provided instruction in the government, its functions, structure, and laws. These are all topics closely related to law-related education.

It appeared that teachers believed that law-related education had a positive impact on students' behavior and academic performance. CRADLE (1991) presented the same results. The one category that respondents believed least impacted students was developing critical thinking skills. Creating critical thinkers and decision makers is an objective of law-related education. In this study, the lack of impact in this category perhaps reflects a lack of teacher knowledge about law-related education and its role in developing critical thinkers and decision makers.

South Dakota elementary teachers appeared to be concerned with the concept of responsibility. The desire to teach students to take responsibility for their actions was reflected by repeated comments from the surveyed teachers. While at the high school level, the thrust of law-related education interest may be drugs or youth violence, it appears that at the elementary level, one focal point was the concept of responsibility.

It appeared that teachers first learned about law-related education through workshops, seminars, conferences, or a fellow educator. This finding agreed with the study by

CRADLE (1991), which determined that conducting workshops, seminars, and conferences was an effective way to introduce law-related education.

In-service training, better access to law-related education materials, and access to financial resources were strong needs for South Dakota elementary teachers. CRADLE (1991) found in-service training, better access to law-related education materials, as well as financial resources the most common needs stated by teachers.

Recommendations

This study further verified research which indicated that little law-related education was being done at the elementary school level. Based on the findings discussed in this chapter the following recommendations are presented.

First, teachers want and need materials and strategies to teach law-related education in their classrooms. These resources include: (1) books, (2) activities, (3) outside resource persons, (4) instructional strategies, and (5) methods of integrating law-related education into the curriculum.

Second, teachers need to be provided with pre-service and in-service training. Colleges and universities have a role to play in introducing and training pre-service teachers in law-related education. These institutions should lead law-related education curriculum development, not be led by it. Pre-service instruction is a major step in educating a generation of teachers in law-related

education. Thus, pre-service teachers should receive instruction in law-related education as part of their methods training.

Conferences and workshops have been effective in training teachers, however, they have been limited in the number of practicing teachers they reach in South Dakota. Therefore, an organized, comprehensive in-service program should be developed in order to maximize training for teachers already in the field.

Third, meaningful research, that contains sound methodology, and involves teachers and administrators needs to be initiated in the area of law-related education. Specifically, a study designed to compare the effectiveness of law-related education in comparison to traditional citizenship education classes should be undertaken. Law-related education should be examined in connection with its effectiveness in preventing violence, creating responsible citizens, and developing decision makers. Such studies will clarify the need to institutionalize law-related education in the curriculum.

Fourth, in order to institutionalize law-related education in the curriculum, educational guidelines are necessary at the district and state level. In particular, institutionalizing the area of American Indian rules and laws in the curriculum is an important area of study. This is due to the significant American Indian population in South Dakota.

In addition, a two-fold commitment by the state, district, administrators, and teachers is a pre-requisite to institutionalizing law-related education. First, there must be a commitment to the value of the subject matter. Second, there must be a financial commitment to support the program. Law-related education will not be institutionalized in the South Dakota elementary school curriculums unless this is achieved.

Finally, a central clearing house needs to be established to disseminate materials, organize training, and act as a general facilitator in South Dakota. A permanent full-time position at the office of South Dakota Center for Law and Civic Education is needed to organize the institutionalization of law-related education in South Dakota. Financial resources commensurate with the endeavor are required.

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APPENDIX

The following are comments by respondents that did include American Indian citizenship rules/laws in their classroom.

* Integrate it within the social studies.
* I receive information from reservations.
* Unit study of Indians is included in our curriculum.
* We study Native American culture.
* Multi-cultural lessons are part of our studies.
* The Lakota Indian booklet for Grade 3 is used in Rapid City School System.
* We discuss situations Indians are involved in, but not rules/laws. We talk about people's reactions to Indians.
* I teach an appreciation and acceptance of cultural diversity.
* They are the same as all children, no different.
* We study some on early government.
* We study Indians related to the history of their tribal government (ex.tribal council, bands, etc.). Including the role of men, women, and tribal leaders.
* We contact and we do an intense unit on Native Americans.
* I use thing developed by the state department, as well as things I've gathered to discuss the differences in our culture and theirs.
* We do a week long unit on Native American cultures.
* We have speakers on the Native American culture - rights.

* We study differences in cultural values.
* We study the early South Dakota populations - Mandan and Lakota and their government. We also study the reservations briefly.
* Our school provides a handbook developed by our Indian Education Department.
* We have Native American citizens and do not differentiate at primary levels.
* We use traditional leaders and ideas from Sinte Gleska courses.
* It's done in social studies.
* We study white people coming to the Black Hills, fur traders along Missouri, and treaties.
* Native American unit tied into America Long Ago.
* Indian culture and literature studied as part of total curriculum.
* American Indians is part of class work, students express their ideas.
* Native American Week activities
* They have Native American family members visiting our class and sharing information.
* Since we live and teach on the Pine Ridge reservation we do include it. There needs to be more in the area of Indian related laws and how they affect our kids and their parents.

* Visit by elders, storytellers, and discussions are part of our studies.
* I teach in a reservation school.
* We include that all people in the U.S. are citizens if they aren't visitors.
* We observe American Indian Education Week by reading about their culture.
* Are they different from Anglo-Saxon laws?

The following are comments by the respondents concerning Law-Related Education needs:

* I didn't realize there was a formal LRE program available or that resources were available. The need for letting teachers know, especially in small schools, would increase the use of these types of programs in schools.
* There is always a need to know and understand more information on LRE.
* Students need to be prepared to leave school with an understanding of their responsibility to themselves and others.
* Using our community resources would be an improvement. But, I believe that enough "LRE" is taught in the classrooms through everyday happenings and integrated with other subjects in general. I don't know that there is a specific need for LRE.
* I really feel that our social studies curriculum covers these ideas - maybe include more on their responsibility as a citizen.
* I believe that the D.A.R.E. program is a good tool to implementing this program - especially since it comes from a D.A.R.E. officer. It would be beneficial to develop a program in 5th grade that would compliment the program.
* Until this survey I was not aware of LRE. There is a lot of room for change. Inform me. I feel the LRE

concepts involved in your questionnaire are taught and reinforced daily in my classroom and in our building. Your survey leads me to believe there is a course taught - our school has none. This was a difficult survey to complete because the questions seemed to focus on an existing course.

* Maybe this is a "need" for new teachers, but I see this as a "new" name for something that has been around and followed by many, many teachers for many, many, many years!!
* Time made available to teachers to learn more about LRE is needed.
* The concept of LRE should be introduced to all of our teachers and they could incorporate it into their curriculum as they see fit.
* Getting students to accept responsibility for their actions, getting them to care for their peers, and learning how behaviors now will affect them later on are educational priorities.
* More information, access to role playing activities, short (15 min) movies that promote student discussion.
* Improve my students' understanding of their responsibilities as a citizen.
* Our school district, as many are, is influenced by opponents to values education. If LRE could be related tc, and focus on, basic values acceptable to all

society, we could improve our chances of producing "responsible" citizens.

* We need to have materials more accessible.
* I would like the TIME to work on developing my own curriculum. More time is always a big factor, but I feel we do well with what we have done so far. There's only so much you can get into with 8-9 year olds.
* The laws and rules in a school wide setting are a priority.
* We must continue to improve in this area.
* Hand-out materials to use with children is needed.
* Stress increased student responsibility for their own behavior.
* In-service, including materials, is needed.
* At the elementary level, exposure to LRE is very general. We have a citizenship program which we are working to improve. We have also recently begun a Student Assistance Program for students and families with problems. I believe these things address LRE concepts in general ways and meet the needs of our students.
* I'm really not familiar with this, except for using rules in the classroom and playground etc. It has been mentioned at a workshop but I really don't know any more than that. I don't think I'm of any help to you.
* Parents accepting and taking responsibility for their children is necessary.

* For our grade I feel we do enough (3rd grade).
* To integrate the concepts into our existing curriculums is what we need.
* I would like to know more about it.
* Access to materials or workshops to acquaint other staff, and myself, to techniques for classroom or one day workshops for students would be a priority for our school.
* To become aware of the resources available around the state is needed. I did not realize that there were other resources available, other than our social studies textbooks and materials we develop ourselves on the concepts.
* I'd like to see the results of LRE research and know all that LRE involves.
* I have trouble covering every requirement in the curriculum now. I would prefer incidental lessons because I do not have time for it on a regular basis.
* Give us materials easy to implement with our curriculum.
* Better personal training, so that I, in turn, can pass it on to my students.
* Make teachers aware of what is available.
* An in-service in August before school begins would be good.
* Add the LRE to the curriculum textbook, i.e. social studies.

* Just make each school district more aware of LRE.
* Specialized help, in depth intervention for children displaying deviant criminal behavior - the help they receive is much too inadequate to meet their severe problems and to keep them out of prison.
* A unit to be taught in social studies classes is needed.
* Have someone who has been associated with the program visit with our staff to let us know the pros/cons of this type of educational service.
* Have students come to school with respect for authority and willing to cooperate - then great strides in learning can be made.
* This survey may not be valid because I have only gone to a few LRE workshops, but I feel that I teach rights, responsibility, role of rules, acceptable and unacceptable behavior all the time. I don't teach or think of it as LRE. Most teachers don't think about LRE as a subject and teach it every day in some way. That's how I answered my questions. Kids really need more and more talk about acceptable behavior. Kids are not the same as when I started 26 years ago. I see many more discipline problems, disrespect, and self-centered attitudes.
* More awareness of what LRE is so it can be incorporated in what we already do.

* Students need to be more involved with making rules for the school and the classroom.
* My classroom "rules" are responsibility and respect. We add others only as needed and simply discuss common sense type subjects as they arise or as related to current events or incidents at school.
* I do not really do much, just when I see a need. When we are having a conflict we have a discussion, mainly it's when we try to understand why rules are rules.
* Have some down to earth training. I hope this helps you. Our school day is crammed so full of extra things we have to teach...I sometimes wonder when will we get to teach reading, writing, and arithmetic. I feel we teach LRE each day as we function as a classroom.
* Put some meat into the consequences of not being a good citizen. Too many kids know that nothing's going to happen - no matter what they do. We talk and talk about "conflict resolution" - but the kids know if they punch "Johnny - all they'll hear is, "That wasn't nice... say your appropriate apology..write your plan to avoid this in the future...etc. etc." In the words of the kids - "Nothing happens to them." And kids don't see this as fair. They have a better sense of justice then we adults do.
* I would like to know more about LRE and how to include it in the curriculum.

* I teach LRE because the groups I have seem to have little or no respect for each other or other people's things - this seems to be why almost everyone teachers with it.
* In-service with the entire school staff is necessary.
* I would like a workshop or in-service for training and making materials.
* Send us something ready made and teacher friendly. There are more demands on our time each year.
* I've never heard of LRE except in graduate school: School Law (1985). It sounds like something every teacher should know about!! Only 1 or 2 besides myself went to graduate school... and I don't think it has been considered by anyone else in our school except our principal.
* Awareness and availability of law-related education is needed.
* Develop a standard curriculum for LRE.
* We haven't had recent training, it was years ago. Current information would be helpful.
* LRE should not be a separate subject but integrated into thematic units. More important, it should be a part of what school is all about from the time we open the doors in the morning until we lock them up in the evening.
* To instruct us on uses and give us more resources to use would be helpful.

* Make all teachers more aware.
* Because we are a modernization site, we must be very careful of sending surveys, teaching value subjects, etc. We weigh almost everything we do. I believe needs are strong to teach LRE, however we need to use our best judgement so the community doesn't connect LRE to modernization.
* Educators can be thankful our colleges have embraced the needs of our youth for future generations. I have been impressed by the student teachers we are receiving. They are helpful to the 15 to 20 year veterans.
* More information and materials available for teachers to use is needed.
* I feel first year teachers need more help and experienced teachers need to have a refresher course.
* Resource person material list made available for classroom use and/or in-service presentation for teachers is needed.
* How long do we string the at-risk families and children along? I feel we need to hold them more accountable to make better choices. More TOUGH Love!!
* More training available to teachers is needed.
* Introduce LRE to the curriculum office.
* We need to integrate this with social studies at a lower level for small children.

* I am basically using my new social studies text to teach law related materials. I don't have others to teach.
* I was not aware of the program. I'm sure many of these principles are already apart of most curriculums - just not as an isolated program.
* I think this is something we all do to some extent already. Maybe a pre-school in-service would be best, with available resources and materials we could use in our classrooms.
* I do not use LRE specifically as such - it is in our social studies textbooks, but is not called LRE.
* I can't see a lot of change - as I feel we all integrate this in our yearly curriculum depending on our grade level.
* We have no LRE here.
* We don't have LRE in our building.
* At my level I feel that we do enough with classroom rules and learning how to become good citizens.
* In-service LRE training is needed.
* We need appropriate grade level activities.
* More resource people are needed in the classroom.
* To know more about law-related education.
* New materials - At the first grade level, we use 2 kits - one on authority and one on privacy.
* Please send me some information regarding this subject.

* I want to become more informed and spend time working on materials.
* Our staff could benefit from an in-service to add LRE to our school. There may be teachers better informed than I am but, teachers of middle school and high school would no doubt have more opportunities to develop use of LRE.
* We do not have LRE in our school. I just talk with my students about the principles you've listed in your definition of LRE. I would be interested in learning more.
* I would like to know about a LRE course.
* The materials that I have are easy to use and well worth the time. The kids enjoy the materials. It would be advantageous for more teachers to be trained.
* I wish all children would be exposed to the benefit of rules (laws) at a very early age.
* To be able to integrate it with other subject areas is needed.
* Develop good citizenship skills is what we need.
* I would like to see more teachers teach the concepts of LRE so the students see a correlation between school and real life.
* I would like to see a district wide program developed.
* I'd like more material and information to teach more effectively.